

Child Friendly City: Implementation of the Dyslexia Corner Program in Surabaya City

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Abstract. The public continues to demand innovative approaches in the realm of public services. As a regulator and facilitator, the state needs to provide all types of services, including those for people with disabilities. The types of services for people with disabilities are also becoming more varied, especially services for children with dyslexia. In light of the above phenomenon, the Surabaya City Library and Archives Department, through the Balai Pemuda Public Library, has become the only library in East Java to have a Dyslexia Corner to support Surabaya in becoming a Child-Friendly City. The purpose of this study is to determine the implementation of dyslexia services at the Balai Pemuda Library in supporting Surabaya as a Child-Friendly City. The research method used is qualitative. Data collection techniques were conducted through observation, interviews, and documentation. The findings of this study utilized the policy implementation concept according to Van Meter and Van Horn by reviewing several aspects such as the scope and objectives of the policy, resources, characteristics of the implementing body, economic, social, and political conditions, as well as disposition. The implementation of dyslexia services at the Balai Pemuda Library has generally been carried out optimally. However, there are still some challenges, such as the absence of service standards, a lack of mentors for tutoring, inadequate maintenance of infrastructure, and suboptimal communication channels. Therefore, it is necessary to establish clear standards, increase the quantity of human resources, and clarify support and coordination with other institutions to ensure the implementation process runs smoothly.

Keywords: Child-Friendly City; Dyslexia ; Implementation; Library

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INTRODUCTION

The transformation of public services continues to face increasingly complex challenges, especially in the modern era (Laurens, 2024). The public demands innovative approaches in the realm of public services. In this context, the state plays a crucial role in providing public services across all sectors. This is clarified by Law No. 25 of 2009 on Public Services, which defines public services as the fulfillment of needs in accordance with legal regulations for all citizens regarding goods, services, or administrative services. This means that the state will provide all forms of services to its citizens. The enactment of this law should provide guidelines for all service providers with good standardization (Hutagalung, 2021).

According to Agus Sartono in (Prasodjo, 2023), service is an action offered by one party to another that is intangible and does not result in any form of ownership. In other words, service is a behavior of producers to meet consumer needs in order to achieve consumer satisfaction. Referring to the concept of public service, the state, as a regulator and facilitator, must provide all

types of services, including those for people with disabilities. These services must be provided with the aim of ensuring the rights of every citizen. Article 4 paragraph (1) of the Draft Law on Persons with Disabilities explains, "Persons with disabilities include those with physical disabilities, intellectual disabilities, mental disabilities, and sensory disabilities." It is definitively explained that persons with intellectual disabilities are those who have impairments in their thinking abilities. This results in difficulties in learning or slow comprehension, such as dyslexia, Down syndrome, and graphic disabilities. As society progresses, the right to equal access to services is a right that must be obtained by individuals with disabilities (Susanto & Yanuarita, 2021). Despite facing challenges, people with disabilities still have the desire to obtain equal rights, including in the aspect of education.

The forms of services for people with disabilities are becoming increasingly varied, especially in services for children with dyslexia. Initially, dyslexia was considered a private matter that was not the concern of the government. However, as times have changed, dyslexia has become a public issue that requires services and facilities provided by the government. In another context, providing dyslexia services can also yield outcomes such as reducing illiteracy and improving literacy, which are beneficial for the nation and society. Therefore, the government is currently striving to promote a culture of literacy through libraries (Asmoro & Sari, 2020). The role of libraries is as a house of civilization (Hamid et al., 2018). The existence of a library is important for society. This is because libraries can be a place to realize the nation's aspirations (Pratiwi & Prathama, 2024).

Libraries are a form of non-formal education that plays an important role in supporting formal education. Especially with the high dropout rate, illiteracy rate, and lack of interest in reading among the public due to various factors, non-formal education is considered an important alternative in overcoming these problems (Hermawan et al., 2020). The government, as the leading sector responsible for fulfilling its obligation to "enlighten the nation's life," continues to make efforts to achieve this. For example, the Surabaya City Government provides dyslexia services through libraries with the aim of making the city a literate city and a Child-Friendly City (CFC).

The Surabaya City Government, through the Surabaya City Library and Archives Office, is striving to create a safe and comfortable library environment to ensure the fulfillment of children's rights and as a tangible form of support for the Child-Friendly City program. Essentially, libraries need to provide diverse services and deliver direct benefits to their users. One such example is a library based on social inclusion. A socially inclusive library must undergo a transformation into a

space that develops various types of services tailored to community needs. Currently, nearly all libraries down to the village level have implemented socially inclusive libraries that are child-friendly. There are several child-friendly programs promoted by the Surabaya City Library Department, including PISA (Child Information Center), book tours, mobile libraries, sign language storytelling, literacy classes, dyslexia service classes, and others.

These various types of services have boosted the Community Literacy Development Index (CLDI) score for the city of Surabaya, which was obtained through community literacy development elements sourced from secondary data and community aspects as part of efforts to nurture and develop libraries into lifelong learning centers to improve community literacy (Perpusnas, 2024). The very high score achieved by the city of Surabaya demonstrates that libraries have facilitated all service activities, including those for children with dyslexia, enabling them to read and write fluently. However, this also continues to be a challenge for the government to maintain a good score, as Surabaya is the second largest city in Indonesia, which means that the population density in Surabaya continues to increase every year.

The main reason influencing the increase in urbanization in the city of Surabaya is economic factors (Anggraeni, 2022). Based on this, many children are neglected because both parents work. The impact that can arise is that children will experience motor delays and affect their reading and writing abilities, commonly known as dyslexia. Dyslexia, according to Reynold in (Iza Syahroni et al., 2021), is a disorder in the language learning process that affects the ability to recognize letters, such as writing, reading, and spelling. One of the causes of dyslexia, according to Lidwina in (Nurfadhillah et al., 2022), is psychological factors that can arise from the child receiving insufficient parental attention, being frequently left alone by parents, moving schools frequently, emotional issues, lack of cheerfulness, stress, and poor relationships with teachers.

The International Dyslexia Association states that approximately 10-15% of the world's population suffers from dyslexia. Furthermore, the Indonesian Dyslexia Association explains that 5 out of 50 million school children in Indonesia experience dyslexia, with an average of 2 million cases per year (Elmansyah et al., 2023). This issue poses a significant challenge for the Surabaya City Government in its efforts to establish a literate city. Children with dyslexia often face discrimination and therefore require protection and support to help realize Surabaya as a Child-Friendly City. Addressing dyslexia also requires substantial funding, leading many parents to allow their children to remain illiterate into adulthood. In light of the above phenomenon, the Surabaya City Library and Archives Department, through the Balai Pemuda Public Library, has become the only library in East Java to have a Dyslexia Corner. The program has been running

since 2016 and is conducted daily without any fees. The Dyslexia Corner, or Dyslexia Service Class, is a one-on-one treatment class for children aged 6–9 years provided by the Surabaya City Public Library at Balai Pemuda using the LexiPal computers, reading simple books, and writing.

In a previous study conducted by Indriani & Manggalou (2025) entitled *Implementation of Vulnerable Group-Friendly Public Services at the East Java Provincial Library and Archives Office*, it was explained that libraries, as non-formal educational institutions, can provide inclusive services to people with special needs. The research findings indicate that the East Java Provincial Library and Archives Department has implemented innovative inclusive services such as sign language training, mobile literacy services with a pick-up system, and collaboration with partners capable of strengthening services. The study highlights that libraries play a crucial role in empowering and educating the community, particularly those with special needs.

In this context, the study aims to identify, describe, and analyze the implementation of dyslexia services at the Balai Pemuda Library in supporting a Child-Friendly City in Surabaya. The analysis is conducted using Van Meter and Van Horn's policy implementation theory, which offers a comprehensive framework for understanding each factor that can influence the success of a service. This is crucial as it provides a clear picture of how effectively the service program has achieved its objectives and the necessary evaluations. Therefore, this study emphasizes the importance of policy objectives and measures, resources, characteristics of the implementing body, economic, social, and political conditions, as well as dispositions as the foundational elements for the effective implementation of the service program.

Researchers have compared several previous studies and concluded that the Dyslexia Service Class Program can be a supporting factor in realizing a Child-Friendly City in Surabaya. From an analysis of differences with several previous relevant journals, there has been no research covering the topic of dyslexia services by the Surabaya City Youth Center Library. Previous studies have primarily focused on the provision of rights and empowerment for Children with Special Needs (CSN) in general, while this study is more focused on the implementation of dyslexia services at the Surabaya Youth Center Library in supporting a Child-Friendly City in Surabaya. Therefore, the results of this study will illustrate the implementation carried out by the Surabaya Youth Center Library as a manifestation of Surabaya City's commitment and responsibility in fulfilling children's rights.

METHOD

According to Abdussamad (2021), qualitative research is a type of research that focuses on explaining the essence or characteristics of the value of a particular phenomenon or object.

Qualitative research methods are used to study objects naturally, where the researcher acts as the main instrument. This method is used to obtain in-depth data, namely data that contains meaning. Therefore, qualitative research methods do not emphasize generalization but rather focus on the meaning or actual data. In this study, data collection was conducted through (1) non-participatory observation at the Surabaya Youth Center Library without directly participating in the series of dyslexia service programs. (2) interviews conducted through structured interviews via question-and-answer sessions between the researcher and informants selected using purposive and snowball techniques at the Surabaya Youth Center Library. (3) Documentation was used to supplement the data, which could include images, journals, archives, regulations, and so on to support research related to dyslexia services. Data analysis techniques were carried out using the method of Miles and Huberman (2014), namely data collection, data condensation, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Policy Standard and Objectives

Van Meter and Van Horn, as cited in Anggara (Anggara, 2014), explain that policy standards and objectives deal with clear goals and standards. This includes details regarding the objectives to be achieved and the standards for measuring achievement. In line with this theory, the implementation of dyslexia services at the Surabaya City Youth Center Library has clear objectives and goals. In carrying out activities, the standards or guidelines for dyslexia services have been outlined through a work program developed by the Surabaya City Youth Center Library. This dyslexia service program has been running for approximately 9 years since it was officially launched by Mrs. Risma, who was the Mayor at the time. The objective of providing dyslexia services has been formulated since 2016, when it was officially launched by Mrs. Risma to assist children with dyslexia. In this context, the dyslexia service class or Dyslexia Corner aims to serve as a program that supports and assists children with learning disabilities so they can have equal opportunities in their environment. The dyslexia service program, designed to be developed in libraries, also aims to promote literacy culture among the community, particularly residents of Surabaya City.

In addition, the initial goal of this program is to help detect children with learning disabilities early on. This is done through clear standards using the LexiPal application, which functions as a detection and therapy tool for service users. The program also aims to accommodate children with learning disabilities by providing treatment options that are child-friendly, enabling them to

integrate seamlessly into their environment. However, achieving the objectives of a program must be accompanied by clear standards and guidelines to ensure optimal implementation success.

In implementing its operations, the Surabaya Youth Center Library relies solely on the standards and guidelines from its work program and the Lexi Pal application. The Dyslexia Corner, which has been in operation for nine years, does not yet have official standards or regulations to support the success of its implementation. Essentially, the dyslexia service program operates in the social sector, specifically aimed at assisting children. As such, the program plays a significant role in supporting Surabaya City's efforts to become a Child-Friendly City. Therefore, the standards and guidelines for the dyslexia service program currently only refer to Mayor's Regulation No. 5 of 2023 on the Child-Friendly Information Center, which states that all library services in Surabaya City must be child-friendly. Libraries must provide child-friendly spaces and educational games. These standards are used by the Balai Pemuda Library in determining each of its programs to provide services that are friendly and comfortable for children. However, without clear standards and guidelines, there may be differences in interpretation of the initial objectives of dyslexia services.

Initially, the dyslexia service program, or Dyslexia Corner, was only intended for residents of Surabaya. However, without binding standards or guidelines, the program also serves several areas around Surabaya City, such as Madura, Gresik, and Sidoarjo. This is because the majority of dyslexia service users at the Balai Pemuda Library are patients who have been referred by several hospitals in Surabaya City to undergo treatment at the Dyslexia Corner. As a result, the initial target audience of Surabaya residents is no longer strictly enforced. Nevertheless, the composition of service users still prioritizes Surabaya residents. If there are available slots, they may be filled by non-Surabaya residents, provided they have a recommendation and pass the screening test.

Policy Resources

Resources, according to Van Meter and Van Horn as cited in Anggara (2014), are related to all resources that facilitate effective implementation. Here, resources refer to human and non-human resources that support the implementation of dyslexia services at the Surabaya City Youth Center Library. According to Prambudi Adha et al., (2022), the availability of adequate resources in terms of quality and quantity can determine the achievement of policy objectives. In this case, human resources are related to the quantity and skills of an employee or policy implementer. The role of human resources is very significant in supporting the success of dyslexia service implementation. To run a series of Dyslexia Corner activities, the Surabaya City Youth Center

Library deployed all nine staff members to perform different tasks. Each staff member carried out their respective duties, such as registration, membership card creation, service and information, and teaching dyslexia classes. However, the number of staff allocated is insufficient to meet the growing demand for services each year. The shortage of staff assigned to carry out these tasks will hinder the successful implementation of dyslexia services at the Surabaya Youth Center Library.

Basically, the staff or officers employed by the Surabaya City Youth Center Library have the appropriate competencies to provide dyslexia services. Among all staff members, each possesses the necessary competencies, with 8 out of 9 staff members holding higher education qualifications relevant to their field. The instructors for the dyslexia service program have competencies in Psychology that align with the treatment approaches for children with dyslexia. With staff members possessing the appropriate expertise, the implementation process can proceed effectively. However, the number of staff members must also be considered to ensure the implementation can be carried out more optimally.

The implementation of dyslexia services also requires non-human resources that are used as facilities to support the program. To carry out treatment in dyslexia services, several supporting facilities are needed, such as the Lexi Pal application, Educational Teaching Aids, whiteboards, reading books, and various other facilities. In practice, the Lexi Pal application is the most supportive tool in the treatment process for stimulating children's motor senses. This application is specifically designed to treat children with dyslexia using a multisensory method. The Lexi Pal application is a tool that greatly supports children's learning process by providing a wide range of learning media. As the flagship application in this program, it must be continuously upgraded to ensure optimal performance. Although it already incorporates many learning methods, the application requires ongoing maintenance to support children's learning activities. Maintenance of facilities and infrastructure at the Dyslexia Corner has not been carried out to its full potential, resulting in learning methods for children tending to become repetitive.

According to Sitorus et al., (2023), it is explained that the provision of supportive facilities for policy implementers is crucial to enable them to innovate, adapt, and learn effectively in the face of environmental changes. The provision of good facilities must also be accompanied by proper maintenance of those facilities. Without sustainable maintenance of infrastructure and facilities, educators may resort to conventional methods such as writing and reading. More innovative teaching methods can certainly enhance children's engagement and provide comfort during the learning process. The lack of maintenance of facilities and infrastructure is also due to

insufficient funds to facilitate dyslexia programs. The Surabaya City Youth Center Library has many programs running, so the funds are spread across various other service programs. In essence, the facilities already provided are highly supportive of service activities. However, to accommodate children with dyslexia and learning disabilities, the approach must be tailored to the specific challenges faced by each child. Repetitive learning methods cannot be applied uniformly to all service users. Therefore, the Surabaya Youth Center Library needs to provide alternative facilities or options in learning methods for children.

Interorganizational Communication

Inter-organizational communication is necessary to facilitate the flow of information and clarify policy performance standards (Anggara, 2014). In line with this theory, the Surabaya City Youth Center Library has carried out both formal and informal interactions in the process of implementing dyslexia services. The dyslexia service program has been running since 2016, resulting in formal interactions with the Surabaya City Library and Archives Department and the Children's Information Center. These interactions are conducted in a two-way manner to help optimize the dyslexia service program. The ongoing interaction has been carried out continuously with the Surabaya City Library and Archives Office and the Sahabat Anak Information Center. In carrying out its duties, the Balai Pemuda Library also needs to communicate and coordinate with the Surabaya City Library and Archives Office as the agency that oversees the library. The communication carried out so far has involved reporting on activities and technical guidance provided by the leadership to the library. With the ongoing internal communication, it can certainly facilitate the flow of information in the implementation process of dyslexia services.

Furthermore, Balai Pemuda Library of Surabaya City also interacts externally with the Friends of Children Information Center (PISA) to help disseminate information and socialization related to dyslexia services to the community. Currently, Sahabat Anak Information Center has provided assistance through social media on Instagram and PISA's official website to distribute information related to Dyslexia Corner at Balai Pemuda Library, Surabaya City. This communication and coordination is done in order to realize Surabaya City as a Child Friendly City. Basically, PISA has a duty to distribute information about activities that support Child Friendly Cities. With a dyslexia service program that is specifically for children, PISA helps to socialize the program to the community.

However, to support successful implementation, an extensive communication network is needed. According to Wandu et al., (2019) it is explained that a good organization always communicates or interacts with other organizations. In this case, the Surabaya City Youth Center

Library has not widely communicated and coordinated with other agencies or communities. The majority of service users who come from hospital recommendations also show that there is still a lack of socialization carried out to introduce this program to the community. The flow of information and socialization is only done through the Surabaya City Library and Archives Office and PISA which is not done regularly.

Basically, communication between program implementers and service users has been carried out precisely, accurately and consistently. This is evidenced by officers who understand every information in the library. Library staff always explain information accurately to every visitor and service user. The instructions given by the staff are also easy to understand as in the service flow for dyslexia which is very clear and straightforward. However, there is no information board to introduce the dyslexia service program. So that the users and visitors who are in the Balai Pemuda Library will find it difficult to recognize the service program. That way, the socialization carried out to introduce the program is not optimal and can hinder the success of implementation.

The Characteristic of the Implementing Agencies

According to Van Meter and Van Horn as cited by Anggara (2014), the characteristics of the implementing agency are related to the competence and size of the implementing agency and the level of hierarchical control at the lowest implementing unit. The characteristics of the implementing agency also include the character of strict, disciplined, and democratic policy implementers. According to Tinggogoy, (2019) the characteristics of the implementing agency need to be identified to achieve success in implementing policies. In this case, the Surabaya City Youth Center Library implements a hierarchical level of control related to the chain of command and supervision.

At the Surabaya City Youth Hall Library, the existing chain of command runs quickly and precisely, because the organizational structure is not complex. The existence of a hierarchical relationship pattern is indicated by the level of control exercised by the leadership at the Surabaya City Library and Archives Office over the Youth Hall Library Coordinator. Furthermore, the chain of command runs through supervision carried out by the Coordinator to the Staff or library officers. Supervision is carried out in the form of direct and indirect supervision using weekly, monthly, and annual reports. In the implementation of dyslexia services, the level of control is carried out through learning outcome reports and evaluation reports to see the output of dyslexia service classes at Balai Pemuda Library Surabaya City. The Surabaya City Library and Archives Office, as the leader, continues to exercise a level of control through reports submitted by the coordinator. Not only that, the non-complex chain of command also has a very positive

impact on the implementation of dyslexia services. In its implementation, supervision is also carried out regarding the needs or facilities needed to support activities. The library technical officer can directly make a needs report to the coordinator and will be directly submitted to the Library and Archives Office as the leader.

Furthermore, the characteristics of the implementing agency are also related to strict, disciplined, and democratic policy implementers. This is in accordance with the statement from Tinggogoy, (2019), which explains that policy implementers are required to be strict and disciplined in implementing policies. In its implementation, the Surabaya City Youth Hall Library, as the implementer in the dyslexia service program, continues to strive to maintain discipline. The pattern of relationships between implementers and service users is also maintained by democratically providing services with no discrimination. The flow of Dyslexia Corner services is also carried out strictly, namely having to go through a screening test at a hospital that actually states dyslexia.

Every Staff or library officer is also always briefed in order to always provide disciplined service to every service user in the Youth Hall Library. At present, public service institutions, including libraries are constantly required to make system improvements to service techniques. That way, discipline in serving is also maintained to create a good environment. Every officer in the Balai Pemuda Library will also directly reprimand visitors if it is felt to bear other users. Anti-discrimination and gratuity behavior is also shown through uncomplicated service requirements. This shows the level of discipline of policy implementers to help optimize the implementation of dyslexia services.

Social, Economic, and Political Conditions

Van Meter and Van Horn as cited by Anggara (2014) explain that this condition includes how much and how policies can affect existing socio-economic conditions and how the public responds to these policies. This condition is also related to political support in the implementation process. Social, economic and political conditions are conditions that greatly affect the success of the dyslexia service program at the Balai Pemuda Library in Surabaya City. Thus, a good impact on these conditions will show that the dyslexia service has been implemented well.

Basically, the dyslexia service program or Dyslexia Corner in Balai Pemuda Library Surabaya City is a social program. This program is intended for Children with Special Needs (ABK) with the category of dyslexia so that they can have equal opportunities in their environment. The social impact of this program is its influence on the social life of children and parents of service users. The service users of Dyslexia Corner are around 5-9 years old or still in

elementary school. At this age, the ability to communicate is an important tool in order to synergize with the existing social environment. This program can help children with learning difficulties to be able to adapt in the social environment. Thus, this dyslexia service program has had a positive impact on the social conditions of service users.

According to Tumbel et al., (2021) explains that policies or programs issued by the government tend to show a desire for the economic level of the community to remain stable. In line with this statement, the Surabaya City Library and Archives Office, through the Surabaya City Youth Hall Library, created a free Dyslexia Corner program that can be felt directly by people in need. In the beginning, dyslexia was a private matter and not a government matter. However, over time, the provision of services for children with special needs (ABK) is increasingly varied, including services to dyslexic children at the Balai Pemuda Library in Surabaya City.

Treatment for dyslexic children is usually known for its expensive rates, so people with lower-middle-class economics will find it difficult and be forced to let their children. By providing free services, Balai Pemuda Library is opening up more opportunities to educate the community in accordance with its vision and mission. Service users do not need to pay at all to attend dyslexia service classes. That way, parents of service users will be greatly helped financially so that they can divert their funds for other purposes that can support their children's learning.

Furthermore, political support in dyslexia services can also support successful implementation. This political support can be in the form of support from the community and the relationship between the Balai Pemuda Library of Surabaya City and other agencies and organizations in running dyslexia services. It should be noted that dyslexia services are services that are engaged in the social field, so it is very necessary to have strong support from the community and other organizations. During the running of the program, Balai Pemuda Library has received support through community organizations that work specifically in the field of dyslexia. The support was obtained through the East Java Dyslexia Parent Support Group which donated two Lexi Pal computers as a means of supporting learning activities.

The community as the target of the program is also very enthusiastic and supports the running of this program so that it is carried out on an ongoing basis. The support from the community as the target of the policy will have a positive impact on the success of the implementation. However, in order to further optimize the program, other support is needed from elites and other community organizations to be able to help financially and social support. Currently, the Balai Pemuda Library of Surabaya City has not yet opened wide cooperation with communities engaged or concerned in the field of dyslexia or elites from the government to help

optimize the dyslexia service program. The lack of support from other organizations can have a negative impact on the implementation of dyslexia services at Balai Pemuda Library Surabaya City.

Disposition

The disposition or attitude of the implementers, according to Van Meter and Van Horn as cited in Anggara (2014), includes knowledge and understanding of the content and objectives of the policy, attitudes towards the policy, and the intensity of attitudes. This aspect greatly affects the success or failure of implementation because the attitude and understanding of the implementer will have an impact on the effectiveness of a service program. The understanding and deepening of policy implementers will greatly affect the flow of dyslexia services. The Dyslexia Corner program has been running for 9 years since July 30, 2016, so the understanding of each officer is very good. This is evidenced by the technical guidance related to deepening the work program to all staff so that they always understand the purpose and objectives of the dyslexia service program. Dyslexia Corner is one of the flagship programs owned by Balai Pemuda Library Surabaya City, so they often get visits from various parties, including from UNICEF. Thus, every visit, they need to explain or present each work program, including dyslexia services, to visitors. This shows that the level of understanding and deepening that each officer has in understanding the purpose and objectives of the dyslexia service has gone very well.

According to (Hartati & Hadina, 2019) explains that the response given by the policy implementer affects his desire to implement a program. In line with this statement, the Balai Pemuda Library shows its response by being open to various criticisms and input provided by service users. The openness of this attitude aims to evaluate the dyslexia services at the Balai Pemuda Library in Surabaya City. This is also in accordance with the statement expressed by (Fikram et al., 2019) which states that criticism and input from service users serves to maintain optimal service quality.

Balai Pemuda Library Surabaya City has provided openness and easy access to provide criticism and suggestions for dyslexia services. Criticism and input can be directly made through the WhatsApp group of parents of service users, Instagram, as well as from community satisfaction surveys conducted regularly by the Balai Pemuda Library. This open access is done as evaluation material so that the dyslexia service program can continue to develop well. In this case, each officer is responsible for providing a response to criticism and suggestions through follow-up on the results of reports from service users. It can be seen that there is enthusiasm

through the responsiveness and responsiveness of officers when providing dyslexia services at the Balai Pemuda Library in Surabaya City.

CONCLUSION

The implementation of the dyslexia service program at the Balai Pemuda Library in supporting the Child Friendly City in Surabaya City has been running quite well. Several aspects of successful implementation above have shown that the dyslexia service program can support the development of a Child Friendly City in Surabaya City. Implementation has been carried out in accordance with clear policy goals and objectives. This service program has had a significant effect on the socio-economic conditions of the community. Communication and the attitude of the implementers have also shown good results. However, there are still some obstacles, especially the standard reference in implementing the program. Furthermore, in the aspect of resources where the number of teaching staff is only 1 (one), person so that it can affect the effectiveness of the program. In addition, maintenance of facilities and infrastructure also needs to be considered so that implementation can run optimally. Suggestions for improvement are to clarify the flow of service implementation through appropriate standards and references. Furthermore, it is necessary to strengthen formal support and coordination in several related agencies to ensure service users. There needs to be an increase in the quantity of human resources as teaching staff so that policy objectives can be achieved better.

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